



Policy: Curriculum

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Authorised by: Governors' Curriculum Committee

Revised by: Chiquita Henson, Head

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1. Purpose

1.1. The policy is in line with the statutory requirements of the School Curriculum (Education Act, 2002) which stipulates:

'Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and;
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life;
- follows the statutory national curriculum which sets out in programmes of study, on the basis of key stages, subject content for those subjects that should be taught to all pupils;
- makes provision for personal, social, health and economic education;
- enables schools to include other subjects or topics of their choice in planning and designing their own programme of education.'

1.2. Our school curriculum comprises all learning and other experiences that we plan for our pupils. Outlines of the content of our curriculum for each subject are available on our school website.

1.3. Our curriculum is both innovative and exciting. It is designed to meet the individual needs of pupils and challenges them to achieve more than they first think is possible. Social, moral, spiritual and cultural aspects of learning are embedded into our programmes of study and these, and a comprehensive range of enrichment activities, contribute to preparing our pupils for life in modern Britain.

1.4. We ensure that all of our pupils are able to access their entitlement to a broad and balanced curriculum in Key Stage 3 and, while we retain an entitlement to the core subjects, we offer opportunities for some specialisation in Key Stage 4. We use data to

inform our planning and, as a consequence, our curriculum is highly personalised, particularly in Key Stage 4. It sets principles for curriculum development with the aim of helping our pupils develop the skills, attitudes and values of confident and resilient independent learners who achieve the highest possible standards. In three consecutive Ofsted inspections (2007, 2010 and 2013) our curriculum has been judged to be 'outstanding':

'The school's curriculum is outstanding. It offers pupils a wide range of appropriate and varied courses that meet the needs and interests of pupils of all abilities.' Ofsted Inspection Report, June 2013.

- 1.5. This policy is designed to ensure our curriculum continues to meet Ofsted's criteria for 'outstanding':

'The school's curriculum promotes and sustains a thirst for knowledge and understanding and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence. It has a very positive impact on all pupils' behaviour and safety and contributes very well to pupils' academic achievement, their physical well being, and their spiritual, moral, social and cultural development' (School Inspection Handbook, September 2014).

- 1.6. As an academy we have chosen to follow the best aspects of the National Curriculum. These provide an outline of core knowledge around which our teachers develop exciting and stimulating lessons to promote our pupils knowledge, understanding and skills as a part of our wider school curriculum. Where we feel it is in the interests of our learners and their futures, we will adapt our programmes of study accordingly. These will either offer an alternative to or extend and complement the 'prescribed' curriculum framework.
- 1.7. The statutory National Curriculum includes the core subjects, English, Maths and Science and PE, Religious Education, PSHEe, including Sex Education and Citizenship. The Arts, Design and Technology, Humanities and Languages are not compulsory national curriculum subjects after the age of 14. However, to ensure our curriculum has sufficient breadth to prepare pupils for later choices and experiences in life, we retain an entitlement to be able to study a subject in each of these areas in Key Stage 4. This ensures those pupils able to or wishing to can succeed in the subjects grouped within the English Baccalaureate. However, we also include access to applied learning and additional enrichment opportunities.

2. Type

Non-statutory

3. Introduction

- 3.1. The school's curriculum is designed to ensure that all pupils:

- make good progress and achieve well relative to their prior attainment;
- receive their entitlement in line with statutory curriculum frameworks;
- are treated as individuals with different learning styles, needs and aspirations;
- receive advice and support in preparation for further education and employment;
- develop the skills and attitudes of resilient, reflective and independent learners;
- acquire social and interpersonal skills to enable them to be reciprocal learners; working constructively and cooperatively with others;
- respond to experiences with sensitivity, creativity and imagination;
- become resourceful learners, developing thinking and problem solving skills;

- are challenged and supported to reach their potential and achieve the highest possible standards of attainment;
- appreciate diversity, are tolerant and understanding and prepared for life in modern Britain.

4. Principles

4.1. The curriculum offered will:

- comply with statutory requirements;
- ensure all pupils follow a broad, balanced curriculum;
- be personalised and differentiated to meet the needs of all pupils;
- ensure equality of opportunity for all pupils with the provision of additional learning support where appropriate;
- provide pupils with access to the full range of curricular opportunities and experiences, including those which take place outside the normal school day;
- include suitable alternative provision for pupils for whom parts of the statutory curriculum are not appropriate;
- be planned to promote progression and continuity across the school and between different phases of education;
- ensure that pupils continue to develop key skills in literacy, numeracy and ICT;
- promote pupils' spiritual, moral and social development;
- develop opportunities to build pupils' learning power among all pupils;
- prepare pupils for life in modern Britain.

5. Policy in Practice

- 5.1. In Key Stage 3 all pupils will follow an entitlement curriculum giving access to the full range of National Curriculum subjects. In Year 7 this will include English, Maths, Science, Design Technology, ICT, Geography, History, Religious Philosophy, French or Spanish, Art, Music, Drama, PE and Citizenship/PSHEe. In Year 8 many pupils will have the opportunity to follow a second modern foreign language, German.
- 5.2. Pupils who enter the school with low levels of literacy and numeracy may follow the alternative LIFT (Learning in the Fast Track) programme until they are able to access the core curriculum.
- 5.3. In some subjects, such as Maths, Languages and Science pupils may be grouped by ability for some or all the Key Stage 3 programme.
- 5.4. Towards the end of Year 9 pupils will receive guidance on suitable choices for Key Stage 4. This will include independent advice from careers advisers.
- 5.5. In Key Stage 4 all pupils will continue to follow the core subjects of English, Maths and Science, and the majority will do so along with Religious Philosophy, Citizenship, PSHEe and PE. Through guided choice, pupils choose from a wide range of courses. This enables them and the school to personalise the curriculum to suit their aptitudes, needs and interests.

6. Roles and responsibilities

- 6.1. The Governing body, through the Curriculum Committee, is responsible for ensuring that the curriculum meets statutory requirements and is broad and balanced.
- 6.2. The Headteacher and the Strategic Leadership team are responsible for strategic planning and direction relating to curriculum issues, including vision and content, timetabling and time allocation to individual subjects.

- 6.3. Heads of Faculty and Subject Leaders/Key Stage Coordinators are responsible for ensuring that schemes of learning reflect National Curriculum requirements in Key Stage 3 and exam board specifications in Key Stage 4, along with the principles outlined above.

7. Monitoring and evaluation

- 7.1. In line with their Terms of Reference, the Curriculum Committee is responsible for;
- Monitoring the curriculum provision for and the achievement of all learners.
 - Advising the Governing Body on policies related to the Curriculum, including statutory requirements on the implementation of national education policies and all other curriculum matters.
- 7.2. The Curriculum Committee routinely looks for the following evidence:
- Progress in learning and teaching;
 - A broad and balanced curriculum offer, particularly at Key Stage 4;
 - The impact of curriculum developments over time and intervention strategies;
 - Trends in exam results at Key Stage 4;
 - The performance of key groups of pupils, including those following an alternative or modified curriculum;
 - Outcomes and teacher assessments in Key Stage 3;
 - Improvements in levels of attendance;
 - Rigorous and on-going self-evaluation in reports following faculty reviews, including feedback from pupil voice activities;
 - The value of social, moral, spiritual and cultural aspects of learning on preparing pupils for life in modern Britain.